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ABSTRACT

This guide presents an advisory program for middle schools. The program is designed for groups of 10 to 15 students meeting twice a week; the advisors should be adults from within the school (teachers, guidance counselors, administrators, etc.). The program has four goals: (1) to promote students' sense of belonging within the school; (2) to assist students in the development of self-understanding; (3) to assist students in the development of effective interpersonal relationships; and (4) to guide students in decisions related to future growth. The organization of the guide is based on the school year with one topic per month (September through May/June). The topics are: trust (development of group trust); reflections (self-disclosure); hopes (future goals); gifts (a major project geared to help someone in some way); growth (teachers develop and implement their own program); relationships (personal relationships in and out of school); choices (decision-making); visions (a career-oriented project); dreams (a synthesis of the entire program with culminating exercises with a focus on the future. Most of the topics have 8 to 10 one-page activities; each description lists the goal, materials needed, and the procedure. Activity evaluations conclude the document. (Contains 11 references.) (CRW)

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A-Okay

A Middle School Advisory Program

Bonnie Robinson
RR1 Box 166D, Enfield, NH 03766
July 1992

Master's Degree, Plymouth State College

CG024765

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About A-Okay

A-Okay, an advisory program for middle schools, was developed in the summer of 1992 as a partial fulfillment for a Master's Program. It is the author's hope that it will be implemented as a pilot program in several locations during the 1992-1993 school year. Ideally, the program is designed for groups of ten to fifteen students and scheduled twice a week. The advisors should be adults from within the school (teachers, guidance counselors, administrators, etc.) who show enthusiasm for the program.

Goals

I. To promote students' sense of belonging within the school
- A. To foster students' being well-known by one adult
- B. To help students become acquainted with one another
- C. To build a sense of community within the classroom
- D. To allow students the opportunity to experience interdependence
- E. To monitor academic progress

II. To assist students in the development of self-understanding
- A. To assess personal strengths and limitations
- B. To increase students' awareness of themselves by seeing themselves as others see them
- C. To develop students' awareness of feelings, thoughts, and behaviors of themselves and others

III. To assist students in the development of effective interpersonal relationships
- A. To refine communication skills
- B. To continue to develop appropriate social skills
- C. To provide an opportunity for students to work together cooperatively

IV. To guide students in decisions related to future growth
- A. To develop goal-setting skills
- B. To explore future concerns and career opportunities
- C. To direct each student according to his/her potential

Special Thanks to:

Heidi Proulx, Donna Largent, and Kathy Wilson.

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"The secret of education lies in respecting the pupil."
Ralph Waldo Emerson

A-Okay

Chapter One – Trust *September*

Trust is an essential element of effective communication and growth, and it should be an early focus of an advisory group. This chapter is devoted to the development of group trust as students become acquainted with each other and their advisor.

1.Name Game
2. Setting Ground Rules
3. Personal Prints
4. Personal Prints Worksheet
5. Autobiographical Questionnaire
6. Social Silhouettes
7. Pride Line
8. Voting
9. The Human Pretzel
10. Public Interview
11. Treasure Hunt
12. The Web

"Trust is the result of a risk successfully survived."
Jack R. Gibb

A-Okay

Title – Name Game

Purpose- This activity is used to help students become better acquainted and develop positive feeling about each other.

Materials- None

Procedure-

1. The class sits in a circle. The teacher begins by saying, "I am Miss Jones." The first student to her right says, "I am Billy and that's Miss Jones." This process is continued around the circle until the last person has repeated everyone's name.

2. The second time around, each person must say something at which he/she excels in addition to his/her name. For example, "I am singing Miss Jones." "I am basketball-playing Billy, and that's singing Miss Jones." And so on.

3. Another variation is to have each person add an adjective that describes how he/she is feeling at the moment. For example, "I am happy Miss Jones." "I am tired Billy, and that's Happy Miss Jones."

[Canfield & Wells, P. 31, 1976]

"The beginning is the most important part of any work."
Plato

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Title – Setting Ground Rules

Purpose- The purpose of this activity is to establish ground rules for questions and class discussion. These ground rules will help to ensure an atmosphere of trust and comfort, allowing students to participate in the activities more freely.

Materials- none

Procedure-
Have students develop class rules. Outline these rules on the chalkboard. Consider the following:

1. No put-downs
2. Be sensitive to other people's feelings
3. It's alright to "pass" (not answer a question)
4. Try to use "correct terms rather than slang.
5. Use discretion when discussing personal matters
6. No talking about other students' comments outside of the classroom
7. There are no dumb questions. If a teacher feels a question is too personal or inappropriate for class discussion, he/she may "pass"
8. Discuss the issues raised in class with parents. Be accurate in your reporting of information and discussion. Don't exaggerate.

[DeSpelder & Strickland, P. 9-10, 1982]

"I yam what I yam and that's all that I yam."
Popeye the Sailor Man

Title – Personal Prints

Purpose- By uncovering unique physical attributes, this activity sets an opportunity for discussing individuality and appreciation for self and others.

Materials- Stamp pads, paper, magnifying glass, cleaning supplies, worksheet

Procedure-Duplicate and distribute the Personal Prints worksheet. Explain that each person has his or her own "Identity", that is each person is unique in very special ways. One of these ways is that each of us has fingerprints like no one else in the world.

After students have completed their worksheets, discuss:
1. What did you notice when you compared your fingerprints to those of two other students?
2. In what ways are your fingerprints unique or special?
3. In what other ways are you physically unique?
4. What else makes you unique or special?

[DeSpelder & Strickland, P. 21-22,1982]

"Researches I have conducted show that a person will permit himself to be known when he believes his audience is a man of good will."
Sidney M. Jourard

A-Okay

Personal Prints!

Directions: Put your thumb on the stamp pad and slowly roll it from left to right. Then, press your inked thumb on the paper firmly and lift it off carefully. Repeat with each of your fingers. When you are finished, clean your hands immediately.

Now, in the space provided, collect the fingerprints of two other classmates. Compare them by using a magnifying glass.

Me: _____

Thumb 1st finger 2nd finger 3rd finger 4th finger

_____

Friend: _____

Thumb 1st finger 2nd finger 3rd finger 4th finger

_____

Friend: _____

Thumb 1st finger 2nd finger 3rd finger 4th finger

A-Okay

Title – Autobiographical Questionnaire

Purpose- This activity is designed to help a student expand his/her perception of self. It will be used both at the beginning and the end of the year.

Materials- Worksheet, Pen or Pencil

Procedure- Listed below are some sample questions for an autobiographical questionnaire. Add, delete, or adapt to fit your particular needs, and develop a worksheet.

After completion, discuss some answers as a whole group and break up into smaller groups to discuss others. The worksheet should be saved either in an advisory folder or by the student for later discussion.

1. Name
2. Birth date
3. Address
4. List 10 words that best describe you.
5. List 10 words that describe your family.
6. What do you see yourself doing 5 years from now? Ten? Twenty?
7. How do you spend your time after school or on weekends?
8. Of all the things you do in your free time, what do you like the most? Least?
9. Without mentioning specific names, what are the qualities of adults you respect and admire the most? The least?
10. Who is your best friend? What do your friends have in common?
11. What are your favorite sports, hobbies, or crafts, if any?
12. What are your favorite TV shows?
13. What magazines do you enjoy reading?
14. What is there about you that makes your friends like you?
15. What major goals are you working on right now?
16. What does friendship mean to you?
17. What do you think of school?
18. What is your favorite part of the school day? Least favorite?
19. Are you content with yourself? Would you like to be better?
20. What value has life for you?

[Canfield & Wells, P.25-26, 1976]

Title – Social Silhouettes

Purpose- This activity will help to build self-esteem through positive feed-back.

Materials- An overhead projector, Large construction paper, both colored and black, scissors, glue, pen or pencil

Procedure-
Using the overhead, make a silhouette of each child in the class. Quickly trace the shadow of each student on a piece of black paper, cut it out, and mount it on a contrasting color.
When all are completed, hold them up and allow the class to determine whose it is. Label.
Distribute small pieces of paper, and ask each student to write what he/she sees as the best characteristics - the things he/she likes the most - about each person.
Mount the small pieces of paper on each silhouette.
Share and discuss.

[Canfield &Wells, P. 59, 1976]

"Everything changes but change itself."
John F. Kennedy

A-Okay

Title – Pride Line

Purpose- To encourage students to express pride in something they've done.

Materials- Paper and Pencil are optional

Procedure-
Ask each student to make a statement about a specific behavior, beginning with "I'm proud that I..." Below are some suggested items for use in this exercise:

1. Things you've done for your parents
2. Things you've done for a friend
3. Work in school
4. How you spend your free time
5. About your religious beliefs
6. How you've earned some money
7. Something you've bought recently
8. How you usually spend your money
9. Habits you have
10. Something you do often
11. What you are proudest of in your life
12. Something you have shared
13. Something you tried hard for
14. Something you own
15. Something you've done for the environment

Discuss how difficult it is to make such statements. Why?

[Canfield & Wells, P. 47. 1976]

"Man's self-concept is enhanced when he takes responsibility for himself."

William C. Shutz

A-Okay

Title – Voting

Purpose- To help students realize that everyone has negative feelings, and that discussion can be helpful in defusing them.

Materials- None

Procedure-
To uncover feelings, let students vote by raising their hands to indicate their experience with some of these childhood problems. Maintain an open and accepting environment. Stop frequently for discussion and/or the students' suggested questions.

How many of you...

are afraid of ghosts?
ever get scared?
like to get angry?
are afraid when your parents get angry?
are afraid when your parents fight?
sometimes want to destroy everything in sight?
get so mad you could hit someone?
think you get bossed around too much?
like one parent more that the other?
feel you have to work too hard?
sometimes tease other people?
feel that life has not been fair to you?
don't like to talk in class?

[Canfield &Wells, P. 118, 1976]

Title – The Human Pretzel

Purpose- To develop positive feelings about self in relationship to the group.

Materials- None, but the location must be open.

Procedure-

1. Ask for a volunteer who likes to solve puzzles. Remove that person from the group. The remaining people should bunch together in the middle of the room, reaching over one another to clasp the hands of two other people on the opposite side of the bunch. From this tangled mass, the volunteer must return to direct the group to freedom.

2. All members of the group participate, and must detangle themselves. Later, they may try it without speaking, blindfolded, etc.

"There's no such thing in life as an unimportant day."
Alexander Woollcott

A-Okay

Title – Public Interview

Purpose- To enhance self-concept by sharing publicly, learning about others, , and realize that students are not alone in their feelings.

Materials- None

Procedure-
Have students develop a list of questions they have for their classmates, something they wouldn't mind answering themselves. Insure a warm, friendly, and accepting climate, and ask for a student volunteer to be interviewed. Of course, the student has the right to "pass", and may terminate the interview at any time by saying, "Thank you for your questions". At the end of the interview, the student has the right to ask the interviewers any of the questions that were asked him/her.

Some sample questions are:
1. What is your favorite sport?
2. What do you like best about school? Least?
3. What kind of TV programs do you like to watch?
4. What would you do with $1000?
5. If you were a teacher, how would you teach your class?
6. Do you have a hobby? What? How did you get interested in it?
7. What is your idea of a perfect Saturday afternoon?
8. What changes would you make to improve the school?
9. Have you ever invented anything? What?
10. What is the best news you could get now?
11. Is there something you want badly but can't afford now?
12. Do you work? Where? What do you use your money for?
13. If you had three wishes, what would they be?
14. What is the best thing that ever happened to you?
15. Can you think of something that you'd be willing to say to the class that you think might be good for them to hear?

[Canfield & Wells, P. 140-141, 1976]

Title – Treasure Hunt

Purpose- To interact and share knowledge about self and others.

Materials- Worksheet, pen or pencil

Procedure-
Ask each member of the group to write 3 unusual things about themselves on a piece of paper. Collect them and create a Treasure Hunt worksheet. It may look like:

Find someone who....

1. Is an only child
2. likes to cook
3. has been to a foreign country
4. has a computer
5. has a job and likes it.

Give everyone a Treasure Hunt map. Before they begin the search, they may want to add their guesses. Later discuss their predictions and surprizes.

[Devencenzi & Pendergast, P. 26-28, 1988]

"The degree to which I can create relationships which facilitate the growth of others as separate persons is a measure of the growth I have achieved in myself."

Carl R. Rogers

Title – The Web

Purpose- This activity is designed to encourage sharing within the group, and to assist by visualizing themselves as a group.

Materials- A ball of yarn

Procedure-
Sit on the floor in a circle. The teacher begins holding a ball of yarn, and states something personal. The yarn is then passed on to other group members who state something about themselves. As it travels, a web is formed. Suggested topics, moving from non-threatening to self-disclosing are:

1. If you could be an animal, what would you be?
2. What is something you do well?
3. What do you enjoy doing in your spare time?
4. What is your favorite song, color, food, place, etc.?
5. Who is someone important to you? Why?
6. What is something you wish or hope to do?

You may want to encourage their development of their own questions. Another idea is to review after each question by asking what they can remember about each other.

[Devencenzi & Pendergast, P. 31, 1988]

Chapter 2 – Reflections *October*

In the articulation and sharing of their personal thoughts, students enhance their self-concept. This chapter will focus on self-disclosure as students explore who they are.

1. Personal Coat of Arms
2. Emotional Postures
3. Feeling Color Wheel
4. See Me As I Want to Be Seen
5. I Can Do It
6. Family Favorites
7. Fond Memories
8. Worthiness Chart
9. Mutual Monsters

"The supreme happiness of life is in the conviction that we are loved, loved for ourselves, or rather, loved in spite of ourselves."

Victor Hugo

A-Okay

Title – Personal Coat of Arms

Purpose- This activity combines self-disclosure with art work.

Materials- Paper, paints, crayons, whatever art supplies are available

Procedure-
Using one of two designs (see the following page), students design a personal coat of arms. Each segment of the artwork is designed to answer the following questions:

1. Express in a drawing the most significant event in your life from birth to age 7.
2. Express in a drawing the most significant event in your life from age 7 to the present.
3. Express in a drawing your greatest success or achievement in the past year.
4. Express in a drawing your happiest moment in the past year.
5. If you had one year to live and were guaranteed success in whatever you attempted, what would you attempt? Draw a picture expressing your answer.
6. Express in a drawing something you're good at.
7. If you died today, what three words would you most like to be said of you?

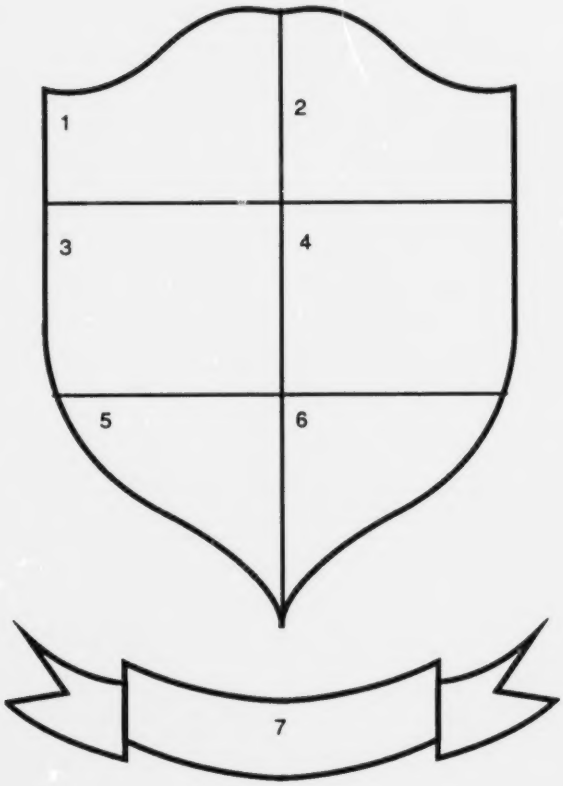
Any number of questions could be substituted to adapt to your needs. Other suggestions include:
1. What is something you're striving to become or be?
2. What is your family's greatest achievement?
3. What would you like to accomplish by the time you're 65?
4. Draw a picture of something you'd like to become better at.

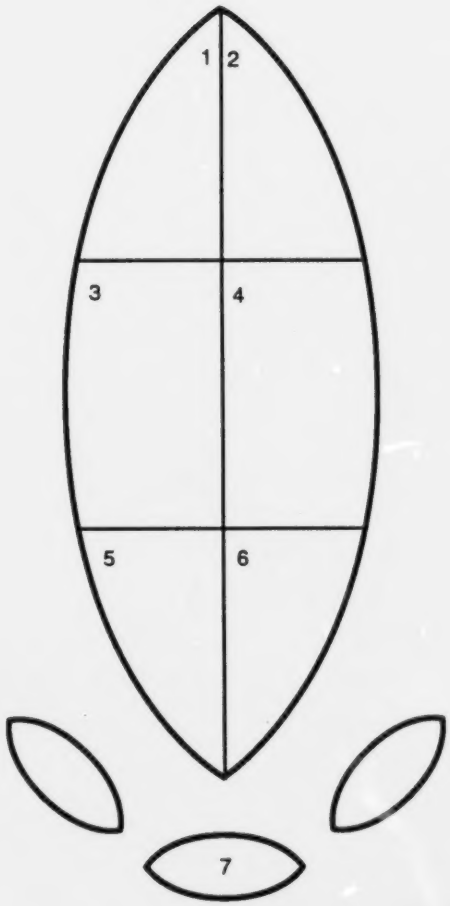
When drawings are completed, share them in small groups and later make a bulletin board with them.

[Canfield & Wells, P. 51, 1976]

A-Okay

Personal Coat of Arms





A-Okay

Title – Emotional Postures

Purpose- To help students to understand how feelings are communicated through body language.

Materials- None

Procedure-
Students will be asked to demonstrate certain feeling states through movement. For practice, instruct students to:
1. sit erect
2. sit slumped with head back and legs crossed
3. sit slumped with head down and hands folded
4. sit erect, pulling back with face covered
5. stand erect with feet apart and arms folded
6. stand with legs apart and arms up in the air
7. stand with arms pushing away
8. stand with head back and hand on chin
9. stand slumped with arms crossed and tapping foot
10. stand with body completely limp

Working alone, in pairs, or in small groups, have students then attempt to express the following feelings. Others should guess.
1. proud
2. relaxed
3. sad
4. frightened
5. angry
6 surprised
7. disgusted
8. thoughtful
9. mad
10. depressed

[Devencenzi & Pendergast, P. 57, 1988]

A-Okay

Title – Feeling Color Wheel

Purpose- This activity will provide students the opportunity to express feelings creatively.

Materials- Compass, ruler, crayons, chalk or pencils

Procedure-
Discuss colors and the feelings students associate with them. Some thoughts include:

red- anger	green- envy
blue- sadness, sorrow	black- depression
white- hope	purple- anxiety
pink- happiness, health	yellow- cheerfulness, thoughtfulness

Working individually, students should design their own color wheel, to reflect their present feelings. The wheel should be round and divided into however many segments (pizza slices) the student needs to accurately express himself/herself.
After completing, come back to the group for discussion of the variations. There are no wrong answers. You may want to experiment with spinning them, to see what results.

[Devencenzi & Pendergast, P. 57, 1988]

"Everything has its beauty but not everyone sees it."
Confucius

A-Okay

Title – See Me As I Want To Be Seen

Purpose- This activity is designed to increase students' awareness of self-concept by projecting how others see them.

Materials- Paper, pen, or pencil

Procedure-
Have students list three words to describe themselves. Continue, by asking them to list three words:

-a close friend would use to describe them
-their parents would use to describe them
-their teacher might use to describe them
-they would like people to use to describe them

Discuss whether there is a difference between how they see themselves and how others see them, and why.
Ask students what kind of things they might do to have others see them as they want to be seen.

[Jacobs, Turk, & Horn, P. 41, 1988]

"The single most universal quality is diversity."
Montaigne

A-Okay

Title – I Can Do It

Purpose- This activity is designed to increase students' respect for his/her own ability as well as other members of the group.

Materials- Paper, pen, or pencil

Procedure-
Ask students to make a list of 5 things they can do. Next, have them put a star by those items that could be demonstrated in the classroom. For example, gymnastics moves or folding a paper flower could be completed.
Students will then be asked to plan a demonstration of their skill. Their role may be that of a teacher or performer. Schedule a day of rehearsal where students can work in pairs to refine their presentations. For their demonstrations, encourage students to give loud, clear instructions and perhaps incorporate some visual element, such as using the chalkboard.
When all have completed their presentations, discuss how it felt to teach and share a part of themselves.

[DeSpelder & Strickland, P. 61, 1982]

"When we all think alike, no one thinks very much."
Walter Lippman

A-Okay

Title – Family Favorites

Purpose- This activity is designed to uncover unique family similarities and differences, and refine the students' self-concept in relation to his/her family.

Materials- Worksheet, pen or pencil

Procedure-
Have students select one member of their family and complete the worksheet as they think that person would. As an alternative, this could be a take-home exercise. Later, share the information by choosing selected categories and going around the circle. For example, "My _____'s favorite dessert is _____."
Discuss similarities and differences.

The worksheet may include:
Family Member's Name _____
Describe his/her favorite:

Pet	Person to telephone
Male friend	TV Program
Female friend	Movie
Food	Actor
Color	Actress
Time of day	Snack
Month	City
Ice cream	Book
Song	Season
Singer	Fruit
Dessert	Holiday
Sport	Saturday night activity
Hobby	Vacation
Item of clothing	Things to do at home
Store	

[Jacobs, Turk & Horn, P. 92-94, 1988]

A-Okay

Title – Fond Memories

Purpose- This activity is designed to encourage students to share a pleasant family memory.

Materials- Paper, pen or pencil

Procedure-
Discuss family memories and encourage students to remember a time that they remember with happiness. It may be an event which wasn't pleasant at the time, or just a small happy incident. Have them write a paragraph describing it.
Share the fond memories.
Next, ask student to write why that experience was meaningful to them.
Discuss.

[Jacobs, Turk & Horn, P. 96-97, 1988]

"Nothing great was ever achieved without enthusiasm."
Ralph Waldo Emerson

A-Okay

Title – Worthiness Chart

Purpose- This activity will help students to realize other's perceptions and enhance self-concept.

Materials- Worthiness Chart, pen or pencil

Procedure-
Prepare a Worthiness Chart for each student. It should be completed as follows:

Squares: Ask 3 friends to to list the most positive things they see in you.

Triangles: Ask 3 teachers to list the positive or good points they see.

Circles: Ask your parents or family members to add the good things they know about you.

Hexagons: List the good things you see in yourself.

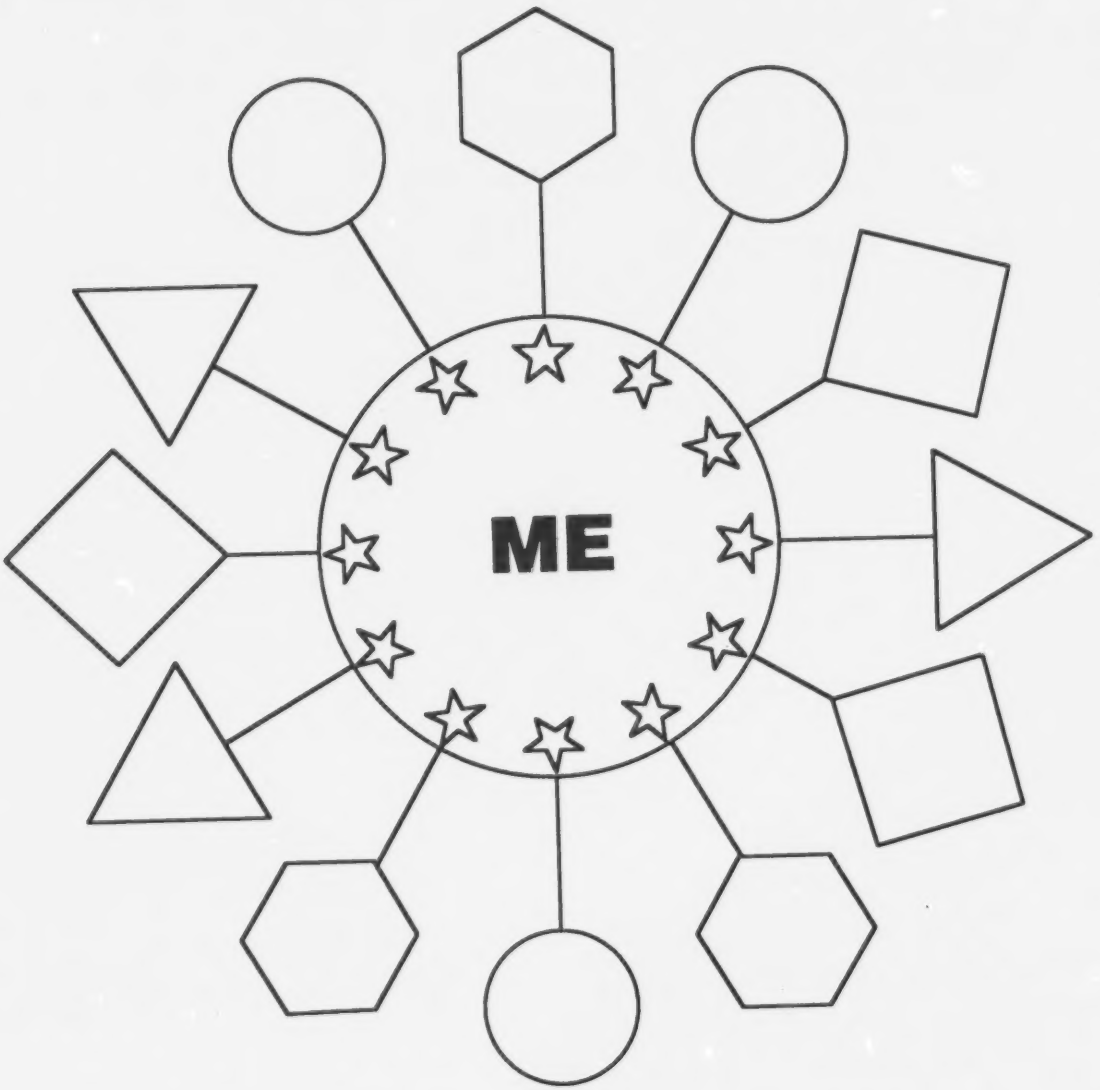
After completion, share the experience of getting information and how student feel about the end result.

[Bergin, P.20-21, 1986]

"Words are the wings of actions."
Johann Kaspar Lavater

A-Okay

Worthiness Chart



A-Okay

Title – Mutual Monsters

Purpose- This activity is designed to give students the opportunity to work together.

Materials- Paper, art supplies

Procedure-
Give each student a piece of paper and ask them to fold it into thirds.

On the top third, each student is asked to draw the head of a person, animal, monster, or made-up creature. They should continue the lines of the neck a little past the fold. They should then fold back the top, so that the picture is not visible to anyone.

Everyone should exchange papers. In the middle section, each person should draw the torso and arms without looking at the head. Again, the lines, at roughly the waist, should be extended a bit beyond the fold.

The pictures are exchanged a final time, and the last person completes the waist to the feet.

When complete, the sheets should be unfolded and shown to the group.

[Gregson, P. 94, 1982]

A-Okay

Chapter Three – Hopes *November*

Faced with the many changes of early adolescence, students must keep a future focus. The activities in Chapter Three are designed to build self-concept and encourage students to look ahead to who they want to be.

1. If I Were...
2. If I Could Be...
3. Where Am I Going?
4. My Perfect Day
5. I'm Going To Do What By When?
6. When I Grow Up I Will (Not)...
7. You Make You
8. Pots and Pans

"Even if you're on the right track, you'll get run over if you just sit there."

Will Rogers

Title – If I Were...

Purpose- This activity is designed to encourage sharing about who students are, who they want to be, and what they want to do.

Materials- none

Procedure-
Students should break up into groups of three. They should have a small group discussion by alternately completing the following thought:

"If I were a _____, I would be _____."

For the first blank, they should substitute:

-an animal
-a bird
-a car
-a food
-a flower
-a musical instrument
-a building

Encourage their sharing why, such as, "If I were a fruit, I would be a pineapple because they have a hard surface but inside they are soft and sweet."
Later, add the thought:

"I would rather be..."

See if students can create additional categories, and do some cross-group exchanges.

[Canfield & Wells, P. 125, 1976]

A-Okay

Title – If I Could Be...

Purpose- This activity is designed to encourage self-disclosure, and future wishes.

Materials- Worksheet, pen or pencil

Procedure-
Have students complete the handout and then come together as a whole group for
discussion.

If I could be any animal, I'd be a _____ because...
If I could be a bird, I'd be a _____ because..
If I could be an insect, I'd be a _____because...
If I could be a flower, I'd be a _____ because...
If I could be a tree, I'd be a _____ because...
If I could be a piece of furniture, I'd be a _____ because...
If I could be a musical instrument, I'd be a _____ because...
If I could be a building, I'd be a _____ because...
If I could be a car, I'd be a _____ because...
If I could be a street, I'd be _____ because...
If I could be a state, I'd be _____ because...
If I could be a foreign country, I'd be _____ because...
If I could be a game, I'd be _____ because...
If I could be a record, I'd be _____ because...
If I could be a TV show, I'd be _____ because...
If I could be a movie, I'd be _____ because...
If I could be a food, I'd be _____ because...
If I could be a part of speech, I'd be _____ because...
If I could be any color, I'd be _____ because...

[Canfield & Wells, P. 127, 1976]

A-Okay

Title – Where Am I Going?

Purpose- This activity is designed to facilitate students' sharing their future wishes.

Materials- Questionnaire, pen, or pencil

Procedure-
Distribute a sheet to each student with the following questions on it. Ask them to complete whichever questions they wish, in whatever order. Discuss responses in small groups.

1. What would you like to do, have, accomplish?
2. What do you wish would happen?
3. What would you like to do better?
4. What do you wish you had more time for? More money for?
5. What more would you like to get out of life?
6. What are your unfulfilled ambitions?
7. What angered you recently?
8. What have you complained about?
9. What made you tense, anxious?
10. What misunderstandings did you have?
11. With whom would you like to get along better?
12. What changes for the worse or better do you see in the attitudes of others?
13. What would you like to get others to do?
14. What changes will you have to introduce?
15. What takes too long?
16. What are you wasting?
17. What is too complicated?
18. What "bottlenecks" or blocks exist in your life?
19. In what ways are you inefficient?
20. What wears you out?
21. What would you like to organize better?

[Canfield & Wells, P. 173, 1976]

A-Okay

Title – My Perfect Day

Purpose- This activity is designed to enhance positive self-concept and awareness by describing a perfect day.

Materials- Paper, art supplies

Procedure-
Ask students to close their eyes and imagine themselves doing their favorite thing. Allowing their daydream continue, ask them to be aware of where they are and who is with them. Encourage them to become aware of all their senses.

Next, ask students to create the vision or feeling of their perfect day using art. They should use drawings and symbols; they are not to use words in their work.

Ask students to share the drawings with a partner, and try to capture the feeling or vision of each other's day.

[Jacobs, Turk, & Horn, P. 44-45, 1988]

"Self love, my liege, is not so vile a sin as self neglecting."
William Shakespeare

Title – I'm Going To Do What By When?

Purpose - This activity is designed to assist students in articulating concrete and specific goals.

Materials- Paper , pencil, or pen

Procedure-
Discuss these tips for achieving a goal:
1. Choose a goal.
2. Write it down.
3. Be very specific.
4. List the things you need to reach your goal.
5. List the things you need to do to reach your goal.
6. Set a date for reaching your goal.
7. Plan how you will reward yourself when your goal is achieved..
8. Set new goals.

Direct the students to identify one goal they would like to accomplish in the next month, and follow the steps. Their goal may have to do with:

-Family goals
-Relationship goals
-School-related goals
-Career or future goals

Be sure to have them build in a reward for having achieved their goals.
This procedure can also be used for long-term goals.

[Jacob, Turk, & Horn, P. 103, 1988]

Title – When I Grow Up I Will (Not)...

Purpose- This activity is designed to encourage students to articulate their feelings about adults' behaviors and project their opinions.

Materials- Paper, pen, or pencil.

Procedure-
This activity can be used a guided discussion, or it can become a written exercise. Students are asked to consider and respond to the following questions:

1.What are some of the things that you tell yourself you will not say or make kids do when you are an adult?

2. What are some of the things that you think you should be able to do but cannot because you are a child or because of limits set by adults?

3. Imagine for a moment that you are a parent. Looking back over the answers to questions #1 and #2, why would you make those kinds of rules or set those kinds of limits for a child?

4. Many adults say that they wish they remember more about their childhood years. What are some of the things about being a child that you really enjoy and would like to remember when you are an adult?

This discussion will optimally continue at home. Students might want to pose these questions to their parents:

1. When you were a child my age, did you feel that limits or rules set by your parents were unfair or wrong?

2. What have you learned since that either confirms your ideas or proves them wrong?

[DeSpelder & Strickland, P. 111-112, 1982]

A-Okay

Title – You Make You Unique

Purpose- This self-assessment is designed to help establish goals.

Materials- Worksheet, Pen, or pencil

Procedure-
This activity will bring together the ideas explored in chapters one and two. Students should study this list of characteristics and determine whether is describes who they are or who they would like to become.
Check the appropriate column:

Characteristics – Yes, I am; Like to be.	Characteristics –Yes, I am; Like to be.
confident	grateful
cruel	persistent
likeable	generous
kind	disorganized
outgoing	agreeable
stubborn	dependable
sensitive	childish
hardworking	fearful
shy	confused
morbid	angry
leader	jealous
wishy-washy	silly
decisive	sympathetic
perfectionist	independent
rude	friendly
honest	moody
adventurous	determined
optimistic	loyal
pleasant	organized

After completing, have students take a look at those things they would like to change. Which of those characteristics would make them a better student, better at social functions, a better friend, or a better son/daughter? [Bergin, P. 33, 1986]

A-Okay

Title – Pots and Pans

Purpose- This activity is designed to foster communication and cooperation.

Materials- 3x5 cards, tape

Procedure-
Make enough cards for everyone in the group. Each card should name one part of a pair. Some pairs you might use are:
ham and eggs
pepper and salt
shoes and socks
stars and stripes
bread and butter
nickel and dime
thunder and lightning
Romeo and Juliet
Lone Ranger and Tonto
Tom Sawyer and Huck Finn
Jack and Jill
Roy Rogers and Trigger
twist and shout
birds and bees
sticks and stones
hook and ladder
cops and robbers

Pin a card to each person's back so that the person does not know their word. Each person must then attempt to find their partner. This will be difficult since they don't know their own word, and they are not allowed to ask about it directly. Instead, they may only ask yes/no questions such as "Is is a person?" or "Is it an animal?" Before they can find their partners, students must first find out what they are. The activity is over when all partners are united.

[Gregson, P. 116, 1982]

A-Okay

Chapter Four – Gifts *December*

This chapter represents a departure from small activities and focuses on a major project. One of the truest affirmations of a positive self-concept comes from giving. Students will be asked to work alone or in a small group and design a project geared to help someone in some way. All of December's advisory time will be devoted to planning and carrying out the project.

Specifically, students will need to complete the following tasks:

1. Brainstorm three or more possible projects.
2. Consider the materials needed, time available, cost, and logistics.
3. Decide on one topic, name it, have it approved.
4. Organize what, when, where, and who, as well as how you will evaluate success.
5. Prepare whatever materials you will need.
6. Carry out the project.
7. Report back to the group.

The middle school of the Kennebunks in Maine, has an annual giving/community service project as part of its "Prime Time" advisory system. Samples of projects there include:

1. Letters to Santa - Students personally answered letters from district K-2 students.
2. Parties for younger students: - both in the elementary schools and at local day care facilities.
3. 12 Hour Rock-a-thon - students gathered pledges, brought in rocking chairs, and raised money for a local needy family
4. Pennies for Puppies - Students solicited pennies and built dog houses for the local dog shelter.
5. Nursing Home Visits - students visited local nursing homes and provided carols and cards as well as competition in the bowling-in-wheelchairs program
6. Bird Feeding Tree - Students decorated a living tree in front of the school with edible decorations for the birds.
7. Bagels & Cream Cheese - Parents were invited for breakfast.

A-Okay

8. Adopt-A-Whale - From the Whale Adoption Project in Falmouth, MA.
9. Teachers' Luncheon - A festive pre-Christmas luncheon was provided for the teaching staff.
10. Support Staff Recognition - The support staff was honored by an ice cream party, a card signed by the student body, and gift certificates for student work to help them accomplish their tasks.
11. The Spirit of Christmas - Students sent anonymous letters to individual teachers and students recognizing kindnesses.
12. Wrap Up - Students provided a gift wrapping service for teachers.

Students may also choose to complete a project at home, with/for a neighbor, or within the community.
After completion, consider the following questions within advisory groups?
How does giving/helping make you feel?
What surprizes did you encounter in carrying out your project?
Do you have any plans for future projects?
What ideas/concerns/advice do you have for future advisory groups?

"Give what you have. To someone, it may be better than you dare to think."

Henry Wadsworth Longfellow

Chapter Five – Growth *January*

Chapter Five is left open in the hope that each school/teacher/advisory group will develop and implement a program unique to their needs. Issues may include existing programs for substance abuse or sexuality which the school is already using. It may be a time to reinforce study habits. Groups may have needs in specific areas such as weight loss, dealing with divorce, moving, or death. Another approach would be to use this time for each student to focus on his/her particular interest or hobby. Whatever decision is made, it is hoped that the result will be growth.

"If you don't know where you're going, you're there."
Unknown

"If we were supposed to talk more than we listen, we would have two mouths and one ear."
Mark Twain

Chapter Six – Relationships *February*

By this time in the year, students should be comfortable as a group. This chapter will strengthen communication and cooperation skills as students examine their relationships, both in and out of school.

1. Friendly Sentence Stubs
2. Mirroring
3. Name Your Bandages
4. Trust Walk
5. The Family
6. Composite Picture
7. Five Evil Dragons
8. Toothpicks
9. People Machines
10. Cooperative Story
11. Conducting

"Coming together is a beginning;
keeping together is progress;
working together is success."
Henry Ford

A-Okay

Title – Mirroring

Purpose- This activity is designed to encourage students to work together.

Materials- none

Procedure-

1. Have students stand in two evenly matched rows, both facing the same direction. Students in the front row should begin moving their arms and legs, and eventually their whole bodies. The second row should attempt to copy the exact moves of the person directly in front of him/her. (3-5 minutes)

2. Students should turn and face the opposite direction, and reverse roles. (3-5 minutes)

3. Discuss the kinds of behaviors that one does in front of the mirror.

4. The two lines should now face each other, moving their faces as well as their bodies. They may move around the room if they wish, with the "Mirror" attempting to keep stride.

5. Reverse.

6. Questions for discussion:
-Which was easier - leading or following?
-How might their individual preference for leading or following affect their behavior in class?
-What is difficult about leading? (being judged, feeling the pressure to be creative or funny, feeling awkward, etc.)
-What is difficult about following? (giving up control to another person, feeling inferior, not doing it well, etc.)
- What other situations call for leaders and followers?

[Canfield & Wells, P. 151-152, 1976]

A-Okay

Title – Friendly Sentence Stubs

Purpose- This activity is designed to encourage appreciation and a positive outlook.

Materials- Worksheet - optional, pen, or pencil.

Procedure-
Either in writing or as a discussion, ask students to respond to the following sentence stubs:

1. The world would be a better place if everyone...
2. One thing I like about my friends is...
3. Cooperation is important because...
4. Other people are important because...
5. One thing I like to do in groups is...
6. I like my family because...
7. Helping others is...
8. My best friend can be counted on to...
9. If I could teach everyone in the world one thing, it would be...
10. I can help other people most by...
11. I like my best friend because...
12. I like my mother when...
13. When somebody is nice to me...
14. One way I am like everyone else is...
15. One way I am different from everyone else is...
16. A person I learn a lot from is...
17. One important thing I'm learning in school is...
18. One thing I could teach someone else is...
19. I like being with people when...
20. I like being with people who...
21. I like my parents when...

[Canfield & Wells, P. 226, 1976]

A-Okay

Title – Name Your Bandages

Purpose- This activity is designed to help students identify people in their lives to whom they can turn for help and support.

Materials- Worksheet, pen or pencil

Procedure-
Discuss the function of a bandage, and expand it to the concept of emotional hurts. This worksheet is to help students identify the different people who support them.

Students are asked to complete the worksheet, identifying whom they would turn to in each situation, and why.

Situation	Bandage
1. Rejection	Who
	Why
2. Poor grades	Who
	Why
3. Fight with your best friend	Who
	Why
4. Did not make the team	Who
	Why
5. A friend has a problem	Who
	Why
6. Family Problems	Who
	Why
7. Illness	Who
	Why

[Jacobs, Turk, & Horn, P. 176, 1988]

Title – Trust Walk

Purpose- This activity is designed to enhance trust and closeness within the group.

Materials- Blindfolds

Procedure-
Students should pick a partner with whom they are comfortable. Tell them they will be going on a walk together, but one person will be the eyes for the pair. Decide who will be the first guide and who will be the first to be blindfolded. The guides job is to insure that their partner is safe at all times. While they should provide an interesting walk, they should be wary of stairs, avoid bumping into things, etc. They should experiment a bit, by walking backwards, running and jumping, etc. They should also introduce sensory experiences such as placing their partner's hands on different textures, etc.

This activity should be done without talking. Both partners should be silent at all times. After 10-15 minutes, a horn will signal the reversal of roles. A second horn blast will indicate their return to the group.

Discuss the experience. These questions might help:
1. Were you able to trust your partner with your eyes closed?
2. Did you open your eyes/remove the blindfold at any time?
3. Did you find it easier following or leading? What was easy or hard about it?

[Canfield & Wells, P. 157, 1976]

A-Okay

Title – The Family

Purpose- This activity is designed to foster an assessment of students' families, and the relationships therein.

Materials- Paper, pen, or pencil

Procedure-
Students should identify the structure of their families. The following questions can be used as a writing exercise or for discussion:

1. What are the advantages of being an only child?
2. What is good about having siblings?
3. What would it be like to be an orphan?
4. Describe a situation when your family members showed kindness and understanding toward one another.

Using the "Voting" technique, ask students to respond to the following questions:
How many of you like one parent more that the other?
How many of you have no father living at home?
How many of you have ever wished that your family would go away and stay away?
How many of you wish you were the father or the mother?
How many of you have ever disliked your father, if only for a moment?
How many of you have ever disliked your mother, if only for a moment?
Did you notice how many other people had the same feelings as you?

[Canfield & Wells, P. 217, 1976]

A-Okay

Title – Composite Picture

Purpose- This activity is designed to enhance self-concept and promote working together.

Materials- Paper, art supplies

Procedure-
Students should break up into groups of five or six. Their task is to draw a picture of an imaginary person. This person will be a composite of the best features of each of the members of the group. For example, the drawing might feature Elizabeth's hair, Ron's nose, Frank's height, and Marge's smile. Great artistry is not important.

Permission must be granted from each group member for a close look, as the group determines which features to incorporate.

After, discuss how students felt before the exercise and afterwards.

[Canfield & Wells, P. 161, 1976]

"It's hard to be a team player when they don't want you on their team."

Rosabeth Moss Kantor

A-Okay

Title – Five Evil Dragons

Purpose- This activity will continue the development of communications skills as students work together.

Materials- Clue cards

Procedure-
Prepare 3x5 cards with the following clues:
Jason and Meredith breathe fire.
Blue scales were found near the stake.
Princess Patty had been tied to the stake for twenty-one days.
Princess Patty was very thin.
Yellow scales were found near the stake.
Alex and Jason have yellow scales down their backs.
Joanna and George have blue scales down their backs.
Joanna and Meredith have just returned from an all-day raiding party at a nearby village
Nothing was charred in the vicinity of the stake.
George prefers to eat plump peasants.
All the ropes but one were untied.
One rope was cut.
Meredith and Jason are hungry for royalty.
Alex likes to burn his food to a crisp.
Joanna will devour anything.
Jason was supposed to be standing guard, but he fell asleep.
A dragon's claws are sharp as knives.
The dragons have eaten many princes and princesses in the past few months.
-If you have more that 20 students, add dummy clues, such as:
Joanna and Meredith brought back gold and jewels.
Alex is afraid Patty will return with an army.
Meredith's scales are slimy.

A-Okay

Distribute one clue to each student. Explain that each has a clue that may or may not be important in solving the mystery. They are asked to consider all the information and try to come to consensus on an answer. Students may not show anyone else their card, they may only read them aloud. Guide the group behavior, steering them in the right direction if necessary.

For this mystery, you will preface their work by saying, "Once there were five evil dragons. Their names were Jason, Meredith, Alex, Joanna, and George. They had captured Princess Patty and held her prisoner, tied at the wrists and ankles with ropes. Now she has escaped. The dragons suspect each other of having helped her. Your task is to determine how Patty escaped; who, if anyone, helped her; and why. Good luck."

Later, discuss:
1. How did you deal with everyone's talking at once?
2. How did you organize yourselves?
3. Did you need a leader?
4. Was everyone involved in the mystery?
5. Did some people not want to share their clues?

The solution, by the way, is: George helped Princess Patty escape by cutting one of her ropes, because he was tired of eating skinny princesses.

[Kreidler, P. 141, 1984]

A-Okay

Title – Toothpicks

Purpose- This activity is designed to encourage creativity and cooperation.

Materials- Toothpicks, glue, and clay.

Procedure-
Students should work in pairs. Each group should have a pile of about fifty toothpicks. The task is to build some kind of creation from their toothpicks. Anything is acceptable- a design, a picture, a sculpture, whatever they can create. The only ground rule is that each person get a chance to decide what the group will make, and each person help make it.

After fifteen minutes, have everyone stop.Give the class a chance to wander around the room and see what other students have done. Discuss the variations.

Return to small groups, but increase group size to three; remember each person must participate.

For discussion:
How did you decide what to make?
What problems did you encounter in deciding? How did you overcome them?
What problems did you have with the materials? How did you solve them?

[Kreidler, P. 135, 1984]

" Our lives are shaped by those who love us-
by those who refuse to love us."
John Powell, S.J.

A-Okay

Title – People Machines

Purpose- This activity is designed to encourage students to work together in groups.

Materials- none

Procedure-
Students should break up into groups of two to four. The teacher explains that they will create their own machine. To demonstrate, ask for three volunteers and turn them into a washing machine. Ask two to hold hands with outstretched arms. The third person should be between the two moving around as the "laundry". Other possibilities include a dishwasher, car, typewriter. or computer.

Students are given ten minutes to create their machine. As they perform the machine for the group, the group is asked to try to guess what kind of machine they are.

Next, ask student to return to their groups and invent a machine which will serve some useful function. These new machines should also be demonstrated.

Questions for follow-up:
1. Did everyone in your group participate?
2. Did anyone in your group tell others what to do? If so, how did it feel to be told what part you had to play?
3. Did you enjoy demonstrating your machines to others? Why or why not?

[Devencenzi & Pendergast, P. 87, 1988]

A-Okay

Title – Cooperative Story

Purpose- This activity encourages self-disclosure and cooperation.

Materials- Paper, pen, or pencil.

Procedure-

1. The teacher begins by telling a meaningful event around the time of his/her birth. The next student in the circle adds a memorable moment from when he/she was a few months old, and the story continues around the circle. The teacher will end the oral tale with an anecdote from the near present.

2. Small groups of 3-4 are formed, and the group is asked to produce a written document which is a composite picture of the whole group.

3. Share the stories.

[Devencenzi & Pendergast, P. 45, 1988]

"Friendship is born at that moment when one person says to another, 'What? You, too? I thought I was the only one.'"

C.S. Lewis

A-Okay

Title – Conducting

Purpose- This activity is designed to give each student an experience in leadership.

Materials- None

Procedure-
As a group, brainstorm different motions and noises . The conductor will choose four of these and assign a simple command to each. For example, if the conductor raises his/her right finger, the group should "Moo", if the conductor rolls his/her hands, the group should spin around, etc. Each conductor will teach the sounds/moves he/she expects, and the subsequent response which will be expected.

The first three or four conductors should direct their efforts to the whole group. He/She will practice with the group so that the group can respond quickly to the signal. For the final performance, the conductor will increase speed and vary the order of the responses.

Later conductors can vary this exercise by building in harmony, that is separating the group into two (or more) parts, and giving more than one signal at a time. In addition, conductors may wish to add gestures to indicate loudness or softness.

[Gregson, P. 35, 1982]

A-Okay

Chapter Seven – Choices *March*

Early adolescence is characterized by a myriad of changes. Rapid physical growth leaves students feeling awkward and lost within their own bodies. Intellectually, students feel alternately powerful and incompetent. Emotions are tumultuous, and socially, everything appears new and different. This chapter will explore some of the choices students will face, and foster decision-making skills.

1. When To Say No
2. Warning: Conformity
3. Sex Roles
4. For My Friend I Would
5. Spending Time
6. If I Had $300.

"Caterpillar: ...and who are you?
Alice: I...I hardly know, Sir, just at present – at least I know who I was when I got up this morning, but I think I must have changed several times since then."

Lewis Carroll

Title – When to Say No

Purpose- This activity is designed to encourage students to make decisions based on values.

Materials- None

Procedure-
Introduce the following questions designed to help students make better decisions:

1. Is your choice logical? Reasonable?
2. Will your decision help or hurt you? Others?
3. Will your action help you to feel good about yourself?
4. What would the person you admire most in the world think of your choice?
5. Would you want your family and friends to know what decision you have made?

Ask students to brainstorm examples of peer pressure and decisions they must face. Allow students to share personal experiences. Have the students use the above questions to guide their decisions with regard to:
1. A friend asks if he/she can copy your homework.
2. Shoplifting
3. Becoming sexually active
4. Buying/Selling/Using drugs or alcohol

[Jacobs, Turk, & Horn, P. 118-119, 1988]

Title – Warning: Conformity

Purpose- This activity is designed to help students discover the reasons they conform, even when doing so violates family or personal values.

Materials- Paper, pen, or pencil

Procedure-
Write the following on the board:

A herd of sheep
A school of fish
A flock of penguins
A dozen adolescents

Ask students what they groups have in common. Discuss similarities; make sure to include conformity as part of the discussion.

Divide into groups of four. Ask them to brainstorm and record five or six reasons why teens feel the pressure to conform. Ten minutes later, ask each group to report back to the group.

Share the following scenario:
Joe is highly respected by peers, teachers, and parents. Last Saturday, he was caught drinking at a party. His response was, "I didn't know how to say no. I didn't want people to think I was chicken."

Ask each member of the group what they would say to Joe.

[Jacobs, Turk, & Horn, P. 122, 1988]

"The world is full of cactus, but we don't have to sit on it."
Will Foley

Title – Sex Roles

Purpose- This activity is designed to increase students' awareness of their own concept of sex role behavior.

Materials- Worksheet, Pen, or pencil

Procedure-
Define the term "role" as a group. You may want to use a clown as an example. The worksheet will help them identify their feelings about sex roles. It is important not to bee judgemental here; certain families have very strong feelings and this activity does not intend to challenge them. Instead, it is hoped that students will become more knowledgeable about what they consider to be male and female roles.

Check off which boxes apply to your feelings about appropriate behavior for girls and boys.

Activity	Okay for boys	Okay for girls	Okay for both
1. Cooking			
2. Backing out of a fight			
3. Trying to join a club or team whose members are the opposite sex			
4. Playing with dolls			
5. Dressing like the opposite sex in a play			
6. Babysitting			
7. Playing baseball			
8. Getting in a fist fight			
9. Letting hair grow long			
10. Washing dishes			
11. Kissing Dad			
12. Hitting a boy			
13. Climbing a tree			
14. Taking out the garbage			
15. Crying			
16. Wearing jewelry			
17. Taking ballet lessons			
18. Helping to clean the house			
19. Wearing the color pink			
20. Driving a motorcycle			

Discuss answers. How does being a boy or girl affect what you do? Are there thing you cannot do because you are a boy or girl?
[DeSpelder & Strickland, P. 64-66, 1982]

A-Okay

Title – For My Friend I Would...

Purpose- This activity will examine the limits of friendship.

Materials- Worksheet, pen, or pencil.

Procedure-
Discuss the attributes of a friend. Brainstorm as many words as possible on the board. Ask students to think of the one friend they have that fits closest to those attributes on the board. With that friend in mind, complete the following worksheet:
Finish these sentences:
1. If my friend forgot his/her lunch, I would...

2. If my friend needed $5.00, I would...

3. If my friend wanted to copy my paper, I would...

4. If I knew my friend had stolen something and someone asked me if my friend had taken it, I would...

5. If I only had one cookie left and my friend walked up to me, I would...

6. If my friend accidentally broke my favorite toy, I would...

7. If my friend promised to come over and then didn't, I would...

8. If my friend lied to me and I knew it, I would...

After completion, discuss these questions:
Where do you draw the line for your friend? What are the limits?
Is it possible for some friends to borrow money from you and not others?
Are there some friends with whom you feel more comfortable sharing your time and possessions? If so, why?
[DeSpelder & Strickland, P. 135-136, 1982]

A-Okay

Title – Spending Time

Purpose- This activity is designed to help students become aware of decision-making and how it influences goals.

Materials- None

Procedure-
Students should break up into groups of three. The group should list some things they like to do after school. If they are given three hours of optimal time, which of these choices would they select?

1. One hour free time, two hours playing ball

2. Three hours riding a bike

3. Three hours of TV

4. Two hours with friends, one hour of TV

5. One hour with a friend, one hour TV, one hour bike riding

6. One hour reading a book, one hour TV, one hour with Mom or Dad

7. One hour helping around the house, One hour playing games, one hour lesson

8. One hour playing, one hour with parents, one hour homework

9. One hour cooking, one hour reading, one hour playing

10.

Within the small groups, each student would explain his/her reasons for his/her particular choice. Each should examine what his/her choice says about his/her goals.

[DeSpelder & Strickland, P. 153, 1982]

A-Okay

Title – If I Had $300

Purpose- This activity is designed to foster a sense of personal values while strengthening decision-making skills.

Materials - Poster or overhead, paper, pen, or pencil

Procedure-
Prepare this chart:

1. Trip to Disneyland	$290.00
2. Bicycle	260.00
3. To stay up as late as you like	110.00
4. Motorscooter	300.00
5. Guarantee you will never be sick	300.00
6. Ski Trip	290.00
7. Horse	300.00
8. Extra time to spend on hobbies	125.00
9. Gallon of ice cream	5.00
10. Books	50.00
11. Art supplies	50.00
12. Skates	75.00
13. Free time on weekends for three months	150.00
14. Decide when and what you have for dinner for six months	200.00
15. Have no one tell you what to do for six months	300.00
16. Clothes	175.00
17. Candy	5.00
18. Dinner in a restaurant	60.00
19. Room of your own	300.00
20. More time for family activities for one year	250.00
21. All A's on the report card for one year	200.00
22. Ride on a helicopter	150.00
23. Chance to be on TV	150.00

Tell students they have $300 to spend. They must stay within their budget. After they have made their decisions, each person should share what they have purchased. Examine what they really get, beyond the item; for example, do they yearn for adventure? What does this show them about themselves?

[DeSpelder & Strickland, P. 157, 1982]

Chapter Eight – Visions *April*

Like Chapter Four, Visions is more of an experiential exercise. Students will gain confidence in decision-making, self-concept, and goal-setting by designing and carrying out a career-oriented project.

A. To narrow the choices, students are first asked to designate a subject area at which they excel or which they enjoy. As a group, brainstorm a list of careers under each subject area. For example:

Science
Physician
Geologist
Carpenter
Teacher
Pet Shop Owner, etc

Anticipate that many careers will be listed under more that one heading. Students will be asked to choose one career to explore for a month.

B. And then comes the planning. The same steps used in chapter four can be useful here:

1. Brainstorm three or more possible projects.
2. Consider the materials needed, time available, cost, and logistics.
3. Decide on one idea, name it, have it approved.
4. Organize what, when, where, and who, as well as how you will evaluate success.
5. Prepare whatever materials you will need.
6. Carry out the project.
7. Report back to the group.

Ideas for possible career projects:

1. Soil conservationalist - Design a science-type project which will demonstrate the different ways to prevent erosion.
2. Real Estate Agent - Prepare a real estate brochure. Students may choose to list the houses on their street, houses from fairy tales (the 3 pigs, the old woman in the shoe, etc) or different classrooms within the school.

A-Okay

3. Radio Announcer - Prepare and deliver a news broadcast, design a 3 hour block of favorite music and facts, work with the principal to make special announcements.
4. Carpenter - Build a birdhouse, repair and/or refinish furniture (the teacher's desk?), or design a swing set for the playground.
5. Choreographer - Choose a piece of music and design a dance. Choose 4 or five other students who are interested in dance, teach them, and present the routine.
6. Physician - Do a study of the heart as is relates to exercise. Teach the class about taking their pulse, and the factors which effect its rhythm.
7. Home Economist - Plan a week's menus including shopping, budget, and preparations. Demonstrate keeping a budget, indicating necessary expenses for a month. Dive in to the world of spot removal, and prepare a booklet.
8. Travel agent - Plan a trip for your advisory group. Include destinations, flight schedule, accommodations, sight seeing,, etc.
9.Purchasing Agent - Order all the supplies needed for a new classroom in a new school including furniture, equipment, supplies, books and instructional materials.
10. Statistician - Research and record in graph format how much money your classmates have and spend in a week, including what percentage goes for clothes, etc.
11. Geologist - Prepare a rock collection and research the qualities of each rock.
12. Pet Shop Owner - Name and design your pet shop with attention to breeds as well as feeding, housing, and cleaning.

Obviously, this list is limitless. Encourage the unusual; this activity should really bring out students' creativity.
It is quite appropriate for students to have a mentor in the community at large. Solicit the assistance from any professionals who can advise students as well as bring some realism to their tasks.
The activity will culminate with product presentations; these should be scheduled in advance. [Maloney, 1977]

"In order that people may be happy in their work, these three things are needed: They must enjoy it: They must not have too much of it: And they must have a sense of success in it."

John Ruskin

A-Okay

Chapter Nine – Dreams *May/June*

This chapter attempts to synthesize A-Okay with culminating exercises. Its focus, however, is on the future.

1. Twenty Things
2. Five Years Ahead: Resume
3. What's Your Fortune?
4. If I Could, I Would
5. The 6:00 News
6. Planning a Trip to Goalsville
7. Changes Changes Changes
8. Plans
9. Autobiographical Questionnaire

"It furthers one to have somewhere to go."
the I Ching, 28 &32

Title – Twenty Questions

Purpose- This activity is designed to help students understand their current values.

Materials- Paper, pen, or pencil

Procedure-
Ask students to number a piece of paper from 1-20 and write twenty things they love to do (bike riding, playing tennis, writing, etc.). To the right of their list, they should form nine columns.

After they have made their list, follow these instructions for columns 1-9:
In column 1. Write a P if the activity is usually done with people; write an A if it is done alone.
In column 2. Write a $ if the activity costs more that $5.00.
In column 3. Write an O if the activity is usually done outdoors; write an I if it is usually done indoors.
In column 4. Write an M if your mother would probably have this item on her list.
In column 5. Write an H or W if you would hope that your future husband or wife would have this item on their list.
In column 6. Write an O if you currently do this item often, S if you do it sometimes, and R if you do it rarely.
In column 7. Write a 2 if you would have listed this activity 2 years ago.
In column 8. Write a A if the activity requires you to be active physically; write a P if the activity is physically passive.
In column 9. Rank the activities you like best, in the order of importance from 1-5 (1=most important, 5=least important)

In discussion, look for patterns; do the majority of your activities cost money? how prevalent is mom's influence? etc. What changes do you think you could make as a result of knowledge gained in this exercise?

[Bingham, Edmondson, & Stryker, P. 90-91, 1985]

A-Okay

Title – Five Years Ahead: Resume

Purpose- This activity encourages students to acknowledge their past strengths and speculate about their futures.

Materials- Computers

Procedure-
Introduce resume form to your students, bringing examples if possible. Brainstorm the kind of categories a student might include on his/her own resume. Possible categories include:
Scholastic achievements
Hobbies
Athletic Successes
Skills they have attained
Jobs they have held, etc.

Encourage students to project what they hope to accomplish within the next five years - roughly through high school.

Then, in as close to resume form as possible, put all this information together. They should list their past accomplishments, personal strengths, and skills, incorporating their five-year projection. Encourage students' trying to sell themselves to their prospective employers.

[Canfield & Wells, P. 191, 1976]

"An optimist is wrong just about as often as a pessimist is, but the big difference is that he has a lot more fun."

Anonymous

Title – What's Your Fortune?

Purpose- This activity is designed to encourage students to visualize a positive future.

Materials- Fortune cookies, or something similar

Procedure-
Before students arrive, place a fortune cookie on each desk. On the board write, "Resist temptation until _____ (time)."

Carry on as usual until that time arrives, and all students may open their fortunes. Discuss the messages they receive.

Then, proceed to identify meaningful goals/fortunes by having students design their own. The fortune they write should be geared to achieve one of the following optimal conditions:

A. A world without wars.
B. A world free of disease.
C. A stable economy with opportunities for all.
D. A world free of prejudices.
E. A drug-free/crime-free society

For example, a student might write, "You will discover the cure for cancer."

[Jacobs, Turk, & Horn, P. 125, 1988]

A-Okay

Title – If I Could, I Would...

Purpose- This activity is designed to help students empathize with those in authority by deciding what they would do if they were in that position.

Materials- none

Procedure-
Divide the chalkboard into three sections: nation, school, and family. Discuss some things that students feel strongly about in each area. What complaints, possible improvements, and changes would fill those needs? They should break their ideas into the following categories:

If I Could I Would...

1. Stop.....

2. Change...

3. Create...

4. Accept...

For example, if students feel strongly about the environment, they might first consider what they could do at school. They might... Stop the waste of paper
Change people's attitudes
Create recycling bins
Accept the responsibility for the system
Then, expand the idea to the family's approach to the waste of paper, and discuss what is happening nationally.
[Jacobs, Turk, & Horn, P. 124, 1988]

"First say to yourself what you would be; and then do what you have to do."

Epictetus

A-Okay

Title – The 6:00 News

Purpose- This activity is designed to encourage students to imagine their possible futures.

Materials- Video equipment-optional

Procedure-
Have students write a TV news report beginning with a dateline and telling something that the writer might do as of some future date. The newscast should elaborate on the major events of the person's life. The 6:00 news becomes a kind of "hoped-for" autobiography.

For Example:

June 4, 1999

A TV-8 Exclusive!

Yesterday a young American woman named Patricia Riggs was elected President of Cuba. Miss Riggs is the first American citizen to be elected of another nation and also the first non-Cuban to be elected in that Caribbean country. Miss Riggs' climb from obscurity in Chicago to prominence in world politics is almost unbelievable. Her early professional career was in teaching.

Videotape their presentations!

[Canfield & Wells, P. 192, 1976]

"As if we could kill time without injuring eternity!"
Henry David Thoreau

A-Okay

Title – Planning the Trip to Goalsville

Purpose- This activity is designed to help students identify goals and develop an action plan.

Materials- none

Procedure-
Review the following tips for achieving your goals:
1. Choose a goal.
2. Write it down.
3. Be very specific.
4. List the things you need to reach your goal.
5. List the things you need to do to reach your goal.
6. Set a date for reaching your goal.
7. Plan how you will reward yourself when your goal is achieved.
8. Set new goals.

Plan an imaginary trip to New York City with the class. Brainstorm what must be done in order for the group to make the trip. Consider:
A. What do I need to reach my goal?
    -Information
    -Materials
    -Money
    -People
    -Other
B. What do I need to do to reach my goal?
    -Study/Plan
    -Write/Call
    -Buy/Make
    -Other
Encourage students to apply these questions/procedures to a goal within their own lives.

[Jacobs, Turk, & Horn, P. 101-102, 1988]

A-Okay

Title – Changes, Changes, Changes

Purpose- This activity attempts to broaden students' world view using creative thinking and choice-making skills.

Materials- paper, pen, or pencil

Procedure-
Ask students to imagine that they have the power to make any changes that they want. Give them several minutes to make a list of those wishes. For example, a student might write, "I would like to sit with my friends."

Begin a discussion about the difference between realistic and unrealistic changes. Realistic changes can be easy, or they can be difficult, but they are changes that are possible. People can use their efforts and make things happen. Unrealistic changes are impossible no matter how much people want the change, or how hard they try to make it happen.

For example, a realistic change would be wishing that they would study harder and get better grades in school. Unrealistically, a student might wish for better grades without studying.

When this difference is clear, have students go back to their lists and delete any unrealistic changes, substituting something realistic if possible. Next, choose one change and develop an action plan for implementing those changes. For example, the student who wants to sit with his/her friends could chat less in class, thereby proving increased responsibility and increasing the teacher's willingness to approve the new seating arrangement.

Some students changes will be personal, and others may be geared to the family, the school, the nation, or the world. You may want to limit the scope to one of these areas.

Encourage students to share their changes and plans.

[DeSpelder & Strickland, P. 159-160, 1982]

A-Okay

Title – Plans

Purpose- This activity is designed to encourage future planning.

Materials- Worksheet, pen, or pencil

Procedure-
Discuss the difference between long- and short-term goals. Ask students to think about something they would like to accomplish. Then ask those students who want to complete it someday to raise their hands. Next, ask how many want to complete it soon. Some goals only take a brief amount of time to accomplish.

Distribute the worksheet and ask students to complete it.

1. I would like to finish...
2. By the end of the year I want to...
3. I'd like to become better friends with...
4. I'd like to have enough money to...
5. What I want to change most about myself is...
6. One study habit I'd like to improve is...
7. I'd like to help out more at home by...
8. I'd like to be the kind of friend who...
9. All my life I've wanted to learn...
10. I'd like to be the kind of friend who...
11. A new hobby I'd like to try is...
12. Some place I'd like to go is...
13. One of my good qualities I'd like to develop further is...

After completion, ask students to go back and mark each goal either S for short-term or L for long-term. Count the number of each. Point out that ideally, students should have an even number in each category. Discuss what happens to a person who only has short-term goals, and what happens to a person who only has long-term goals.

[DeSpelder & Strickland, P. 194-196, 1982]

Title – Autobiographical Questionnaire

Purpose- This activity is designed to help a student expand his/her perception of self. It will be used both at the beginning and the end of the year.

Materials- Worksheet, Pen or Pencil

Procedure- Listed below are some sample questions for an autobiographical questionnaire. Add, delete, or adapt to fit your particular needs, and develop a worksheet. After completion, discuss some answers as a whole group and break up into smaller groups to discuss others. The worksheet was first used in September; compare answers from then and now.

1. Name
2. Date of birth
3. Address
4. List 10 words that best describe you.
5. List 10 words that describe your family.
6. What do you see yourself doing 5 years from now? Ten? Twenty?
7. How do you spend your time after school or on weekends?
8. Of all the things you do in your free time, what do you like the most? Least?
9. Without mentioning specific names, what are the qualities of adults you respect and admire the most? The least?
10. Who is your best friend? What do your friends have in common?
11. What are your favorite sports, hobbies, or crafts, if any?
12. What are your favorite TV shows?
13. What magazines do you enjoy reading?
14. What is there about you that makes your friends like you?
15. What major goals are you working on right now?
16. What does friendship mean to you?
17. What do you think of school?
18. What is your favorite part of the school day? Least favorite?
19. Are you content with yourself? Would you like to be better?
20. What value has life for you?

[Canfield & Wells, P.25-26, 1976]

A-Okay

Chapter Ten

1. Evaluations
2. References

"You cannot teach a man anything. You can only help him to discover it within himself."

Galileo

"The teacher gives not of his wisdom,
But rather of his faith & lovingness."

Kahlil Gibran

A-Okay

Evaluations

Use the following scale to rate each activity.

(1=poor, 2=fair, 3=good, 4=very good, 5=excellent)

Chapter One – Trust

	1	2	3	4	5
1. Name Game					
2. Setting Ground Rules					
3. Personal Prints					
4. Personal Prints Worksheet					
5. Autobiographical Questionnaire					
6. Social Silhouettes					
7. Pride Line					
8. Voting					
9. The Human Pretzel					
10. Public Interview					
11. Treasure Hunt					
12. The Web					

Comments:

Chapter 2- Reflections

	1	2	3	4	5
1. Personal Coat of Arms					
2. Emotional Postures					
3. Feeling Color Wheel					
4. See Me As I Want to Be Seen					
5. I Can Do It					
6. Family Favorites					
7. Fond Memories					
8. Worthiness Chart					

Comments:

Evaluations

(1=poor, 2=fair, 3=good, 4=very good, 5=excellent)

Chapter Three – Hopes

	1	2	3	4	5
1. If I Were...					
2. If I could Be...					
3. Where Am I Going?					
4. My Perfect Day					
5. I'm Going To Do What By When?					
6. When I Grow Up I Will (Not)...					
7. You Make You					

Comments:

Chapter Six – Relationships

	1	2	3	4	5
1. Mirroring					
2. Trust Walk					
3. Composite Picture					
4. The Family					
5. Friendly Sentence Stubs					
6. Cooperative Story					
7. People Machines					
8. Toothpicks					
9. Five Evil Dragons					
10. Name Your Bandages					

Comments:

Evaluations

(1=poor, 2=fair, 3=good, 4=very good, 5=excellent)

Chapter Seven – Choices

	1	2	3	4	5
1. When To Say No					
2. Warning: Conformity					
3. Sex Roles					
4. For My Friend I Would					
5. Spending Time					
6. If I Had $300.					

Comments:

Chapter Nine – Dreams

	1	2	3	4	5
1. Autobiographical Questionnaire					
2. Five Years Ahead					
3. What's Your Future?					
4. If I Could, I Would					
5. The 6:00 News					
6. Planning a Trip to Goalsville					
7. Changes Changes Changes					
8. Plans					

Comments:

A-Okay

The following questions could be used to evaluate Chapters 4, 5, & 8, as well as a final evaluation about the entire program.

1. I enjoyed this activity because

2. The things I didn't like about this activity were:

3. In the future, I would change...

4. In the future, you should add some activities about...

5. Describe how this made you feel about yourself:

6. Describe how this made you feel about your group:

7. My advisor...

8. Overall Rating for this activity: _____
(1=poor, 2=fair, 3=good, 4=very good, 5=excellent)

9. Comments:

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A-Okay